



<http://fhs.mcmaster.ca/facdev/pbsg-ed.html>

Developing Professionalism in our Learners

Critical Conversations

Introduction to PBSG-ED Series

This special series of modules is dedicated to enhancing the educational skills of busy clinical teachers. The modules provide continuing education in a case-based format that makes judicious use of the most recent and best education evidence available. Starting from real-life examples of teaching and learning situations, the modules have been designed to promote discussion with colleagues around challenging issues/dilemmas that are likely to arise when working with learners. Their purpose is to foster reflection and provide opportunities to refine skills – preparing the way for selected changes that can improve teaching and learning.

Professional behaviour is a critical consideration for those working in health care. Although professionalism can be taught partly through role modelling, more direct teaching strategies around specific content areas are also necessary. Increasingly within the formal curriculum, health professional programs are incorporating explicit content related to professionalism and professional behaviour. However, in the clinical setting, teachers are on the front line for educating about professionalism. Even though it is essential to provide feedback that addresses the professional behaviour of learners, the literature reports that preceptors tend to be silent about professional expectations and rationalize, or bemoan, lapses in professionalism. It is possible that teachers and learners hesitate to report such lapses because of the potential for conflict-laden discussions or possible damage to working relationships. Students' perceptions and experiences involving professionalism in clinical settings may also differ from traditional classifications and viewpoints. It is important for educators to understand that professionalism may be a learned, developmental process, and that professional behaviour is quite dependant on setting and external factors.

MODULE OBJECTIVES

This module aims to help clinical teachers to:

- Understand the contextual nature of professional behaviour and the pivotal role of clinical teachers in the development of professionalism among their learners.
- Provide educationally appropriate opportunities for learning the principles of professionalism in clinical settings.
- Develop effective strategies for dealing with unprofessional behaviours of learners during a clinical placement.

Developed in collaboration with:

The Foundation for Medical Practice Education
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EDUCATIONAL MODULE

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Case Example:

Jason, senior medical student Jason is on a family medicine rotation. He is repeatedly late for his office clinics and has missed a number of days without notifying either the clinic or his preceptor of his absences.

- What approach would you take with Jason?

SAMPLE
Not for Use